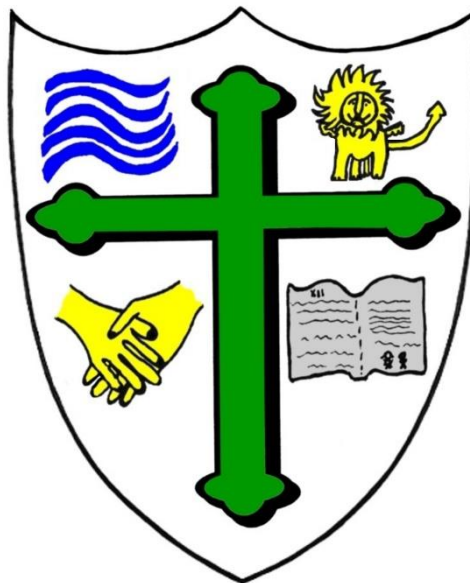


Highcliffe St Mark Primary School



Home Learning

Reviewed (date)	October 2025
Reviewed by (name)	Claire Barker
Approved by Governors (if applicable)	N/A
Review due (date)	October 2026

Home Learning Policy

Rationale

At Highcliffe St Mark Primary School we believe that home learning should be short, meaningful, and high-quality, designed to practise, revisit and consolidate new knowledge and skills taught in school. Tasks should be purposeful and directly linked to classroom learning, so that homework becomes an integral part of learning rather than an add-on.

Research (Education Endowment Foundation, NFER, Ofsted) shows that:

- Homework has greater impact when it is focused, consistent, and linked to classwork, rather than being lengthy or unfocused.
- Acknowledgement and discussion of homework are important to sustain motivation and progress, but this does not require written marking.
- Pupils benefit most when homework helps develop independence, self-regulation, and metacognitive skills.
- Barriers such as access to devices, parental confidence, and home environment must be acknowledged and addressed to ensure equity.

In addition, home learning provides an important opportunity for parents to act as partners in their child's education.

Aims

Our homework policy aims to:

- Provide high-quality tasks which support learning in school and contribute to raising attainment.
- Help children become independent, reflective learners who enjoy the continuation of learning at home.
- Build children's metacognitive skills, including planning, checking, and improving their own work.
- Ensure home learning is manageable and equitable, reducing any disadvantage linked to resources, time, or support at home.
- Prepare children for onward education by developing confidence in using both traditional and digital platforms.

Teachers will:

- Prioritise quality over quantity in home learning.
- Set tasks that are clearly linked to current classroom learning and communicate the purpose of each task to pupils.
- Provide age-appropriate guidance on duration, e.g.
 - KS1: up to 15 minutes per task

- Lower KS2: 20–30 minutes per task
- Upper KS2: 30–40 minutes per task
- Ensure that all children can complete tasks as independently as possible, with appropriate scaffolding for those with additional needs.
- Offer alternative formats where digital access is a barrier.
- Acknowledge and use homework to support learning — feedback may be verbal, through whole-class discussion, self- or peer-assessment, or automated on digital platforms. Written marking of every piece is not expected.
- Include opportunities for pupils to reflect on feedback and correct errors where appropriate.
- Vary the style of tasks (consolidation, problem-solving, reasoning, creative activities) to maintain engagement.
- Monitor patterns of completion, effort, and barriers, and adapt provision where necessary.
- Recognise and praise effort, valuing the process of learning as much as the finished product.
- Communicate with families to support routines and address difficulties.

Parents should:

- Encourage and support their child to complete tasks, while promoting independence.
- Help establish good homework routines (e.g. a regular time and quiet space where possible).
- Communicate with teachers if homework is unmanageable or incomplete, noting effort and time spent.
- Act as a scribe when needed so children can focus on ideas rather than handwriting.
- Support school methods (e.g. phonics approaches, calculation strategies) to reduce confusion.
- Seek guidance from teachers if unsure how best to help.

Home Learning Expectations

- Frequency:
 - Reading: daily, recorded in reading diaries (all pupils).
 - Maths practice (including number bonds, times tables): 2–3 short tasks per week.
 - English / topic consolidation: 1 short task per week.

- Timing: Homework is set on a regular schedule and deadlines are staggered to avoid overload.
- Recording:
 - Years 1–6: reading record book and home learning exercise book. Tasks may be written, online, or creative.
 - Reception: reading record book to log daily home reading.
- Choice & flexibility: Where possible, pupils may select from a small menu of tasks to encourage ownership.
- Digital tasks: Online platforms will be used to build confidence, but paper-based alternatives will always be offered.
- Screen-time concerns: For Years 1–2, non-digital alternatives are always available to practise the same skills.

Monitoring and Evaluation

This policy will be reviewed annually in light of current research, staff feedback, pupil voice, and parental consultation. Homework's impact on learning, equity, and wellbeing will be considered carefully to ensure it continues to serve pupils effectively.

Appendix – Homelearning Policy on a page

Why we set homework

Homework at Highcliffe St Mark is short, meaningful, and linked to what children are learning in class. It helps children practise and remember key skills, grow as independent learners, and involve parents in their learning.

What you can expect from us

Teachers will:

- Set short, age-appropriate tasks that link directly to classwork.
- Make sure homework can be completed without lots of adult help.
- Offer paper alternatives if online work isn't suitable.
- Talk about homework in class so children know how they did and what to improve. (This may be verbal or whole-class feedback rather than written marking.)
- Praise effort as well as the finished task.

What we ask from you

Parents and carers can help by:

- Encouraging a regular homework routine in a quiet space where possible.
- Listening to or supporting daily reading.
- Reminding children to try independently before stepping in.
- Letting the teacher know if homework is too difficult or takes too long.
- Writing a quick note if homework couldn't be completed and why.

How much homework?

- Reading: daily, recorded in a reading diary.
- Maths practice: 2–3 short tasks each week (number bonds, times tables, quick practice).
- English/topic consolidation: 1 short task each week.
- Reception: daily reading practice logged in the reading record.

Homework should be short: around 10–15 minutes in KS1, rising gradually to 30–40 minutes in Upper KS2.

Choice and flexibility

- Where possible, children may choose from a small selection of tasks.
- Paper versions are always available if families prefer to limit screen time.

If homework is a problem

We know family life is busy and that not all homes have the same resources. Please speak to your child's teacher if homework is unmanageable — we can suggest alternatives or make adjustments.